

GUIDED READING PROGRAM

Nonfiction Focus

2nd Edition



These are the cards that go with Level C of the Guided Reading Program: Nonfiction Focus, 2nd Edition. There is one card for each book in the level, as follows:

- All Kinds of Boats
- Animal Tracks
- Be Happy!
- The Big Dinosaur Day!
- Birds and Beaks
- I Love Snow!
- Night
- Push! Pull! Move It!
- Spots or Stripes?
- A World of Flags!

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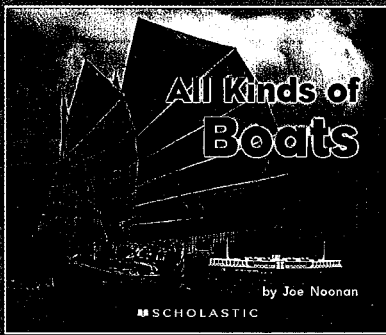
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ISBN-13: 978-0-545-64729-8
ISBN-10: 0-545-64729-0





All Kinds of Boats



Summary & Standards

Summary: All boats go on the water, but there are many kinds of boats. How are they different?

CCSS.ELA-Literacy: Integrate and evaluate content presented in diverse formats, including visually and quantitatively (CCRA.R7); interpret words and phrases and analyze how specific word choices shape meaning or tone (CCRA.R4).

Author: Joe Noonan

Word Count: 40

Genre: Informational Text

Themes/Ideas: identifying different kinds of boats; learning about transportation

Text Type: Picture Book

Genre/Text Type

Informational Text/Picture Book Remind children that informational text has facts about a topic. This picture book includes photos to inform the reader.

Informational Text Features

Photos Photos show the differences among different kinds of boats.

Vocabulary

High-Frequency Words: and, be, big, can, little, too
Domain-Specific Vocabulary
flat (p. 6): smooth and shallow
round (p. 7): shaped like a circle

Challenging Features

Text The last page does not follow the text pattern of the previous pages. To help children read the text, remind them that the title is *All Kinds of Boats*.

Content Children may be challenged by the variety of boats in the book. Help children conclude that the boats are alike because they are all in water and they all have space for people and to carry things.

Supporting Features

Text The patterned text offers support, and each sentence on pages 2–6 ends with a different describing word. Children will read only one new word on most pages.

Vocabulary Photographs help children decode the words that describe boats, especially *long*, *tall*, *flat*, and *round*.

A First Look

Display the book and ask children what they see on the cover. Establish that there are two boats and that the boats are very different. Ask children to describe each boat. Then read the title. Ask: *What kinds of boats might you expect to see in this book?*

Read and Analyze Informational Text Cite Textual Evidence

Compare Photos and Text

Explain to children that the photos in the book show different kinds of real boats. Tell children that they can use the details in the photos and the details in the text to help them see how the boats are alike and how they are different.

(pp. 2–3) *What do you learn on each page about what a boat can be? How do the photos show the difference between the boats?*

(pp. 4–5) *Point to the word that tells about the boat on page 4. What words does the author use to describe the boat on page 5? How does the photo show that the boat is tall? Where would the sails on this boat go?*

(pp. 6–7) *Which word does the author use to describe the boat on page 6? What details do you see in the photo? How do both the words and the photo help you understand what a round boat looks like?*

(p. 8) *Which words from the title are repeated on the last page? Look at the picture. What would you say about this boat?*

Praise children for specific use of “Behaviors to Notice and Support” on page 96 of the *Guided Reading Teacher’s Guide*.

Develop Comprehension

Thinking Within the Text

Have children look at pages 2 and 3. Say:

- *Point to the words that describe the boats.*
- *How are the meanings of big and of little different?*

Thinking Beyond the Text

Talk about the shape of boats on pages 4-5.

Then ask:

- *Why is the boat on page 4 a good shape and size for the waterway it is on?*
- *How are all boats alike?*

Thinking About the Text

Remind children that authors have reasons for writing: Ask:

- *What do you think the author wanted you to learn about boats?*
- *Do you think it was necessary to include all the photos? Why?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Initial Consonant *b*

Remind children that the letter *b* makes the sound we hear at the beginning of the word *ball*.

- Have children revisit page 2. Point to the word *boat* and say: *The word boat begins with the sound /b/.*
- Then ask children to find two other words on the page that begin with the same sound. (*be, big*)

Long *o* Spelled *oa*

Have children identify the long *o* sound of *oa*.

- Ask children to look at the cover. Ask: *What is this book about? Point to the word boats. Say the word slowly and ask children to repeat it. Ask: What sound is in the middle of boat? (/ō/) Ask children to point to the *oa* and explain that *o* and *a* stand for the long-*o* sound.*
- Ask children to point to the *oa* and say /o/ when they find other instances of *boat*.

For more prompts and ideas for teaching problem-solving strategies, see page 28 of the *Guided Reading Teacher's Guide*.

Develop Fluency

Have children work with a partner to reread the book. Partners should take turns reading pages. Ask children to point to each word as it is read.

Expand Oral Language/Conversation

Talk About Traveling by Boat Review the different boats shown in the book. For each boat, talk about why and when people might travel on each kind of boat. For example, elicit that people might take a vacation trip on the ocean in the big boat on page 2 and take a short trip on a lake in the little boat on page 7.

Write and Respond to Reading

Answer a Question Help children read the question on the back cover. Provide children with a sentence frame:

I like _____ boats. (Opinion)

Make a List Write on the board each adjective from the book. Have children write one of the words on a sheet of paper and then draw a picture to illustrate the word they choose. (**Informative/Explanatory**)

ELL Bridge

Use the pictures to support vocabulary development for adjectives that describe the boats: *big, little, long, tall, flat, and round*. Invite children to use their hands and bodies to show the meaning of each word. Encourage children to find something in the classroom that can also be described with each word.

Connect Across Texts

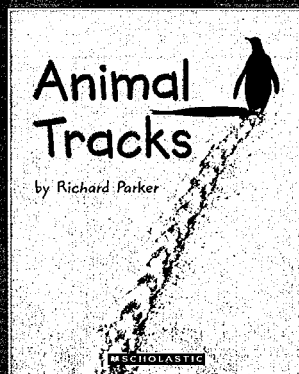
Lets Go! by Diane Theo

Compare the two books. Help children see that both books have photos and show ways to travel. *Let's Go* shows many different ways, including traveling by boat while *All Kinds of Boats* shows only traveling by boat.

Connect to the Internet

Share this website with children to continue to explore different kinds of boats from long ago: <http://www.marinersmuseum.org/crabtree/timeline/>.

Animal Tracks



Summary & Standards

Summary: As animals move, they make different tracks on the ground.

CCSS.ELA-Literacy: Integrate and evaluate content presented in diverse formats, including visually and quantitatively (CCRA.R7); analyze the structure of texts, including how specific portions relate to each other and the whole (CCRA.R5).

Author: Richard Parker

Word Count: 57

Genre: Informational Text

Themes/Ideas: identifying animal footprints; learning about animals

Text Type: Picture Book

Genre/Text Type

Informational Text/Picture Book Remind children that informational text has facts about a topic. This picture book includes photos to inform the reader.

Informational Text Features

Photos The author includes close-up photos of the tracks of each type of animal.

Vocabulary

High-Frequency Words: at, in, look, the, who
Domain-Specific Vocabulary

seagull (p. 2): a bird with mostly white feathers that lives near water

tracks (p. 2): marks left by an animal's feet

Challenging Features

Text The first time children see the question sentence on the page, they may be challenged by the fact that there is no answer. Explain that readers must turn the page to find the answer.

Vocabulary Children may be challenged by the animal names. Have them use the picture clues to name the animal.

Supporting Features

Text The patterned text gives children support as they read. The author asks the question *Who made these tracks in the (snow, sand)?* Then, on the next page, there is a photo of the animal.

Content Children should feel good about being able to identify animal tracks; they might be encouraged to look for animal tracks on their own after reading the book.

A First Look

Read the title and talk about the cover. Ask: *What kind of animal is on the cover? What is it doing? How does the snow look behind the animal?* Explain that animal tracks show where an animal has walked or run. Then ask: *As we read this book, what other animals might we see making tracks in the snow?*

Read and Analyze Informational Text Cite Textual Evidence

Use Picture Clues

Tell children that the photos provide details about information given in the text. Remind children to look at the photos of the animal tracks and look for clues about the animal that made them.

(pp. 2–3) *What does the photo on page 2 show? Who made the tracks shown on page 3? How are the photos on these pages the same? How are they different?*

(pp. 4–5) *What is covering the ground on page 4? What is on the ground on page 5? What question does the author ask? Where will you look for the answer?*

(pp. 5–6) *What animal made the tracks shown on page 5?*

(p. 7) *What do all the photos without animals show?*

(p. 8) *What animal is on page 8?*

Praise children for specific use of “Behaviors to Notice and Support” on page 96 of the *Guided Reading Teacher’s Guide*.

Teaching Options

Develop Comprehension

Thinking Within the Text

Have children look at pages 4 and 5. Ask:

- *What is the name of the animal on page 4?*
- *On what page does the author show its tracks?*

Thinking Beyond the Text

Talk about different animal tracks. Ask:

- *How could the seagull get from place to place without leaving any tracks?*
- *What other clues might an animal leave that someone might find?*

Thinking About the Text

Talk about the author's use of patterned text.

Ask:

- *Why does the author want the reader to turn the page to find the answer to each question?*
- *How do the questions and answers help the reader learn about animal tracks?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Develop Print Awareness

Remind children that a question mark is a punctuation mark that is used at the end of a question sentence.

- Have children point to the first word on page 3. Read the sentence together. Note that the sentence asks a question. Then ask: *What end mark do you see at the end of this sentence?* (a question mark) Emphasize that every question sentence ends with a question mark.
- Have children work with partners to find and read the question sentences in the book.

Words With Long e: e_e, ea

Have children recognize long vowel sounds.

- Point to the word *these* on page 2. Ask: *What sound do you hear in the middle of this word?* (/ē/).
- Point out the word *seagull* and explain that /ē/ is sometimes spelled *ea*.

For more prompts and ideas for teaching problem-solving strategies, see page 28 of the *Guided Reading Teacher's Guide*.

Develop Fluency

Have partners take turns reading one page at a time, starting on page 3. Remind them that one partner will ask a question while the other partner answers the question. Then have them switch so they each have a chance to ask and answer questions.

Expand Oral Language/Conversation

Talk About Animal Tracks Discuss why it might be fun to see animal tracks. Continue and discuss why it might be important for someone to know which animals' tracks were in the sand or the snow. Then ask: *Is there any place in your neighborhood where you might see animal tracks in the sand or snow?*

Write and Respond to Reading

Complete a Sentence Write the following sentence frame on the board. Help children complete the sentence and draw a picture to match the sentence.

The _____ made these tracks in the _____.

(Informative/Explanatory)

Write a Story Have children draw a picture of a seagull leaving tracks in the sand. Ask them to add a character to the scene, either a boy or a girl. Then have them write a sentence that tells what the boy or girl sees. **(Narrative)**

ELL Bridge

Use the pictures to support vocabulary development for the names of animals. Have children point to the animal and say its name. Then have them point to the animal's name in the text. Encourage students to use the word in a sentence, such as *The dog made these tracks.*

Connect Across Texts

Meet the Bears by Cynthia Stuart

This informational text shows bears in the wild. Together identify the places where the bears might leave tracks. Talk about why it is helpful for people to notice animal tracks.

Connect to the Internet

Share this website for more information: <http://www.survival.org.au/tracking.php>.

Be Happy!



Summary & Standards

Summary: What might make someone happy? Playing a game, singing in the rain, riding a bike, painting a picture, petting a puppy, and reading a book!

CCSS.ELA-Literacy: Analyze how and why individuals, events, or ideas develop and interact over the course of a text (CCRA.R3); read closely to determine what the text says explicitly and to make logical inferences; cite specific textual evidence to support conclusions (CCRA.R1).

Author: Cooper Dale

Word Count: 40

Genre: Informational Text

Themes/Ideas: identifying activities that children like; realizing that different people like different things

Text Type: Picture Book

Genre/Text Type

Informational Text/Picture Book Remind children that informational text has facts about a topic. This picture book includes photos to inform the reader.

Informational Text Features

Photos The photos show children engaged in activities that make them happy.

Vocabulary

High-Frequency Words: a, me, you, what

Academic Vocabulary

petting (p. 6): stroking gently

picture (p. 5): a piece of art, usually on paper

Challenging Features

Text Children may be challenged by the two-line sentences. Remind children to keep reading until they come to an end mark. Also note that the text on page 8 is a question that children can answer based on their own experiences.

Vocabulary Children may be challenged by the gerunds. Explain that an action word ending with *-ing* is an action. It answers the question *What is the child doing?*

Supporting Features

Text There are patterned sentences throughout and the illustrations support the text.

Content Large, clear photographs support children's understanding of the content, which shows familiar activities that children engage in.

A First Look

Discuss the cover photo and ask: *How can you tell how the boy on the cover is feeling? What might have made him smile?* Then read the title and ask: *Who is author talking to when he writes, Be Happy!?* Establish that the author is talking to the reader. Then ask: *What do you think you will read about in this book?*

Read and Analyze Informational Text Cite Textual Evidence

Compare and Contrast Ideas

Point out to children that all the photos in this book show children doing different things. Encourage children to find ideas that are alike and ideas that are different.

(pp. 2–3) *How does playing a game make the boy feel? What makes the girl feel happy? How are the boy and the girl alike?*

(pp. 4–5) *What clues in the pictures let you know the children are happy? What does the boy say about riding a bike? What does the girl say makes her happy? What is alike about all the children you have seen so far?*

(pp. 6–7) *How are the girl and boy alike? What different things are they doing? Why might the puppy be happy too?*

(p. 8) *What clues in the picture let you know these children are happy? What question does the author ask you to think about? How would you answer that question?*

Praise children for specific use of “Behaviors to Notice and Support” on page 96 of the *Guided Reading Teacher’s Guide*.

Develop Comprehension

Thinking Within the Text

Remind children that good readers ask and answer questions about a text as they read. Have children work with partners, taking turns asking a question for their partner to answer using the information in the text.

Thinking Beyond the Text

Encourage children to think about how the children look and feel and what they might be thinking: Ask:

- *Why isn't the boy on page 2 smiling? Can a person be happy, but not be smiling?*
- *In what other ways can someone show he or she is happy?*

Thinking About the Text

Have children think about the author's purpose for writing. Ask:

- *Why do you think the author used pictures of different children?*
- *Why do you think the last page is in the form of a question?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Words With -ing

Point out to children that sometimes a base word has the ending *-ing* added on.

- Write the word *playing* on a chart or on the board. Read the word together. Say: *The word play is the base word. The -ing ending was added to make the word playing.*
- Together, find the other words in the book that end with *-ing* and name the base word.

Long a Spelled a_e

Tell children that one spelling of long *a* is *a-consonant-e*, and that the *e* is silent.

- Have children turn to page 2 and find the word *game*. Ask: *What vowel sound is in the middle of game?* Point out the pattern *a_e*, and then ask children to find another word on the page with the same pattern (*makes*). Ask: *What vowel sound is in makes?*

For more prompts and ideas for teaching problem-solving strategies, see page 28 of the *Guided Reading Teacher's Guide*.

Develop Fluency

Reread page 2 and point out that the sentence has two parts, or phrases. Explain that pausing very briefly at the end of each phrase can help readers understand the ideas in the sentence. Then ask children to identify the two parts of the sentence on page 3. Ask for volunteers to read the sentence.

Expand Oral Language/Conversation

Talk About Being Happy Remind children that all the children in the book are happy when they are doing certain things. Have children recall the different things the children do. Discuss each activity and have children tell if it is an activity that would, or would not, make them happy.

Write and Respond to Reading

Write a Sentence Have children add another page to the book. Have them answer the question on page 8 by drawing a picture of what makes them happy and writing a sentence about it. Provide a sentence frame for those who need one: _____ *makes me happy.* (**Informative/Explanatory**)

Write a Story Have children choose a page from the book and make up a story about the child. For example, they might tell why the girl is out in the rain and why she is singing a song. Model examples for children before they write their sentences. (**Informative/Explanatory**)

ELL Bridge

Encourage children to act out pages in the book. One at a time, children can act out one of the pages for classmates to identify. Encourage children to use the patterned sentence from the book as they identify the action: *<Action (gerund form)> makes <name of child> happy.*

Connect Across Texts

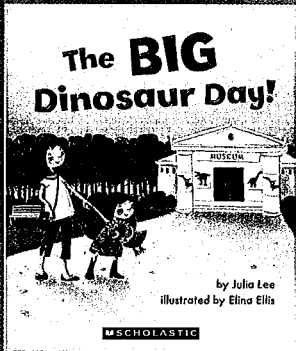
I Love Snow! by Alex Ives

Together find photos in *I Love Snow!* of people who look happy and talk about what they are doing to make them feel that way. Which picture might you add to *Be Happy!* and what would the words say?

Connect to the Internet

Playing games makes children happy. Share this website with children so they can play a game with a puppy: <http://www.scholastic.com/clifford/play/peekaboo/peekaboo.htm>.

The Big Dinosaur Day!



Summary & Standards

Summary: Emma can't wait to go to the museum to see the big dinosaurs, but chores must be done first!

CCSS.ELA-Literacy: Analyze how and why individuals, events, or ideas develop and interact over the course of a text (CCRA.R3); read closely to determine what the text says explicitly and to make logical inferences; cite specific textual evidence to support conclusions (CCRA.R1).

Author: Julia Lee

Word Count: 74

Genre: Realistic Fiction

Themes/Ideas: putting away belongings; going to a museum

Text Type: Picture Book

Genre/Text Type

Realistic Fiction/Picture Book Remind children that realistic fiction is a made-up story with characters and situations that could exist in real life. The illustrations emphasize the story's realistic aspects.

Text Features

Dialogue The dialogue between the mother and daughter makes the story seem realistic.

Vocabulary

High-Frequency Words: away, big, did, her, put
Domain-Specific Vocabulary
dinosaurs (p. 6): large reptiles that lived long ago

Challenging Features

Text Children may be challenged by the text placement above and below illustrations. Remind children to read pages from top to bottom. Note the use of ellipses on page 7 and the use of quotation marks throughout.

Vocabulary Although children are familiar with dinosaurs, they may be challenged when they first see the word.

Supporting Features

Text The story includes repeated text with a change in one word on each spread. Detailed illustrations help children understand the text.

Content Children will be familiar with the objects in the story. They should relate to the concept of putting away their toys, blocks, and books.

A First Look

Display the cover and read aloud the title. Help children read the name on the building in the background. Ask: *How can you tell the girl is excited? What do you think she wants to see in the museum?* Then read the text on the back cover to children and ask: *What do you think Emma will have to do before she goes to see the big dinosaurs?*

Read and Analyze Literature Cite Textual Evidence

Identify Character and Setting

Remind children that characters are the people in a story and the setting shows where the story takes place. Encourage children to look for details about the characters and different settings as they read.

(pp. 2–3) *Who are the characters in the story? What do you know about them? Where does the story take place? What does Emma want to do? What must she do first?*

(p. 5) *On page 5, what details in the picture show that Emma likes dinosaurs?*

(pp. 6–7) *What do you know about Emma by now? How has Emma's room changed since the beginning of the story?*

(p. 8) *How does the setting change? Where are Emma and her mom now? What details tell you that Emma is happy to finally see the big dinosaurs?*

Praise children for specific use of "Behaviors to Notice and Support" on page 96 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Have children think about the setting. Ask:

- *Where does most of the story take place?*
- *What details in the text and pictures help the reader identify the setting?*

Thinking Beyond the Text

Have children think about finishing chores before having fun. Ask:

- *Why does Emma's mom ask a version of the same question every time Emma asks to see the dinosaurs?*
- *Why is a museum a good place to look at dinosaurs?*

Thinking About the Text

Have children think about details in the pictures. Say:

- *How do the things in Emma's room let you know she loves dinosaurs?*
- *What is Emma thinking on page 8? How does the author show you this?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Quotation Marks

Explain to children that quotation marks signal that someone is talking.

- Point to the quotation marks at the top of page 2. Ask: *Who is speaking here? (Emma) What is she saying? Does she say "said Emma"? How do you know?*
- Have children work with a partner to find the quotation marks that begin and end each character's sentence and to identify the speaker.

Contractions

Explain that a contraction is a short way to write two words. The apostrophe shows where one or more letters have been left out.

- Ask children to look at page 2 and find the word *Let's*. Write *Let's = Let us* on the board. Explain that *Let's* is a short way to write the words *Let us*. Give other examples of contractions, such as *I'm Emma. I'll see dinosaurs at the museum.*

For more prompts and ideas for teaching problem-solving strategies, see page 28 of the *Guided Reading Teacher's Guide*.

Develop Fluency

Model reading the story aloud, paying attention to the intonation you use for different types of sentences. Read the story again, and have children join in to choral-read the story with you. Encourage children to focus on their intonation.

Expand Oral Language/Conversation

Talk About the Museum Explain that Emma is probably going to a natural history museum, because that is where people usually go to see dinosaurs. Encourage children to imagine and describe what else she might see there.

Write and Respond to Reading

Extend the Story Have children write a few lines to extend the story. Have them tell about something Emma and her mother see or do at the museum. Then have them illustrate their writing. **(Narrative)**

Complete a Sentence Using the book's text pattern, have children write about something they would like to see at a museum. Provide this sentence frame: *Let's go see the _____!* **(Informative/Explanatory)**

ELL Bridge

Use the pictures to name things Emma puts away: *toys, books, and blocks*. Invite children to take turns pointing out and naming one of the nouns from the book. Have children complete the sentence *She put away the _____.*

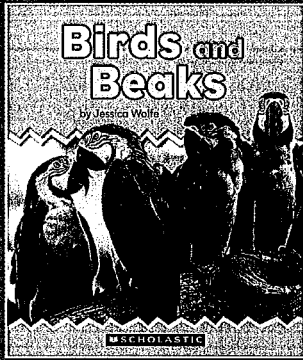
Connect Across Texts

Where Are Jack and Jill? by Cynthia Rothman
Compare the characters and genres of the two books. In *The Big Dinosaur Day*, the characters are a girl and her mom. The story is realistic fiction. In *Where Are Jack and Jill?*, the characters are rabbits and the story is a fantasy.

Connect to the Internet

Share this website with children, so they can take a virtual tour of the Smithsonian's National Museum of Natural History and see dinosaurs, just like Emma did: <http://www.mnh.si.edu/panoramas>.

Birds and Beaks



Summary & Standards

Summary: Colorful photographs help children compare and contrast various birds and how they use their beaks.

CCSS.ELA-Literacy: Assess how point of view or purpose shapes the content and style of a text (CCRA.R6); determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas (CCRA.R2).

Author: Jessica Wolfe

Word Count: 48

Genre: Informational Text

Themes/Ideas: learning about birds; exploring animal adaptations

Text Type: Picture Book

Genre/Text Type

Informational Text/Picture Book Remind children that informational text has facts about a topic. This picture book includes photos to inform the reader.

Informational Text Features

Labels Labels are used to identify the birds.

Folios Folios are shown in outlines of birds.

Vocabulary

High-Frequency Words: has, it, this, to

Domain-Specific Vocabulary

beak (p. 2): the hard part of a bird's mouth

peck (p. 2): to strike something with a beak

Challenging Features

Text On almost all the pages, there are three lines of text. The first sentence is on one line. The second sentence starts on one line and continues on another.

Vocabulary Children are most likely familiar with the high-frequency word *it*, but the book introduces *its*. Explain to children that *its beak* in each sentence means the beak that belongs to that bird.

Supporting Features

Text The patterns for both sentences repeat throughout the text and give children support as they read.

Content Children will recognize that each bird uses its beak in a different way. The photographs support children in identifying the unique features of each bird's beak and how it is used.

A First Look

Talk about the cover. Have children identify details in the photo. Then read the title. Ask: *What is a beak? How would you describe this bird's beak?* Then say: *Let's find out how birds use their beaks to do different things.*

Read and Analyze Informational Text Cite Textual Evidence

Locate Information

Explain to children that the words and photos give information about birds and their beaks. Point out that children can learn about the birds by reading the words and looking at the photos.

(pp. 2–3) *Which word tells you about the size of this bird's beak? What does the bird use its beak for? Why did the author add a label? What can you learn about the woodpecker from looking at the photo?*

(pp. 4–5) *Which word tells you about this bird's beak? What does it use its beak for? Find the label that says "hummingbird." What can you learn about the hummingbird from looking at the photo?*

(pp. 6–7) *What can you tell about this bird's beak from looking at the photo? Point to the label that says "heron." Which word tells about the heron's beak? What does a heron use its beak for?*

(p. 8) *The label says this bird is a toucan. Which word tells about the size of its beak? How can you find out what the toucan uses its beak for?*

Praise children for specific use of "Behaviors to Notice and Support" on page 96 of the *Guided Reading Teacher's Guide*.

Teaching Options

Develop Comprehension

Thinking Within the Text

Remind children that the main idea tells what the book is mostly about. Ask:

- *What part of a bird is talked about on each page of this book?*
- *What things can birds do with their beaks?*

Thinking Beyond the Text

Have children review pages 6–7. Ask:

- *What other features of the heron make it good at catching fish?*
- *Part of the heron's leg is in the water. How long do you think its legs are? Tell why you think this.*

Thinking About the Text

Have children look at page 8. Ask:

- *How does the author let you know what bird is shown in the photo?*
- *How could you change the second sentence so that it matches the pattern on the other pages?*

Focus on Foundational Skills

Phonics and Word-Solving Strategies

Develop Print Awareness

Point out that some sentences may begin on one line and continue onto the next line.

- Together look at the sentence on page 2. Have children point to the capital letter that begins the sentence. Then have them move their finger to find the end mark, the period, that ends the sentence.
- Have children find the first word and end mark in each sentence.

Describing Words

Remind children that describing words tell what someone or something is like.

- Have children turn to pages 2–3. Read aloud the first sentence. Ask: *Which word describes the size of the bird's beak? (short)*
- Repeat with the remaining pages and have children find the words *thin*, *long*, and *big*.

For more prompts and ideas for teaching problem-solving strategies, see page 28 of the *Guided Reading Teacher's Guide*.

Develop Fluency

Model reading page 8 of the book. Use your voice to show how your expression changes when you read an exclamation sentence. Then have children read the same text to a partner. Circulate, listen in, and offer feedback.

Expand Oral Language/Conversation

Talk About Birds Guide children to use the photos to compare and contrast how the birds look, including their colors and relative sizes. Continue the conversation and ask what children learned about the different ways birds use their beaks.

Write and Respond to Reading

Draw and Label a Scene Have children each draw a picture of a bird using its beak. Help children label their pictures with the names of the birds. Guide children to include details that show where the bird is and what it is doing with its beak.

(Informative/Explanatory)

Develop a T-Chart Have children use information from the text. Work together to develop a T-chart. On the left side, write the name of the bird. On the right side, write what the bird does with its beak.

(Informative/Explanatory)

ELL Bridge

Use the pictures to support vocabulary development for the verbs in the book: *peck*, *sip*, and *fish*. Invite children to take turns pantomiming one of the verbs from the book. By naming one of the verbs they acted out, have children complete the sentence: *A bird can _____.*

Connect Across Texts

The Little Panda by Joe Noonan

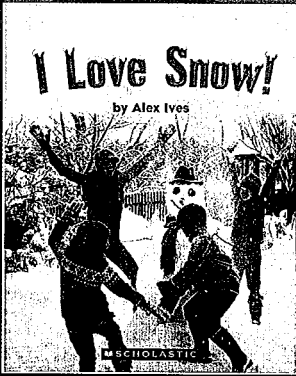
Focus on the questions on the back covers of the books. Note that both questions ask the reader to think about what the animals can do. Together, explore the books to see how the words and pictures answer the questions.

Connect to the Internet

Share this website with children to have them continue to explore a variety of birds and beaks and how these birds use their beaks:

http://www.fernbank.edu/Birding/bird_beaks.htm

I Love Snow!



Summary & Standards

Summary: It's a cold winter day, and fluffy, white snow has fallen. Look at the neighborhood. What can people and pets do in the snow?

CCSS.ELA-Literacy: Analyze how and why individuals, events, or ideas develop and interact over the course of a text (CCRA.R3); assess how point of view or purpose shapes the content and style of a text (CCRA.R6).

Author: Alex Ives

Genre: Informational Text

Text Type: Picture Book

Word Count: 46

Themes/Ideas: learning how snow changes things; identifying what can be done in snow

Genre/Text Type

Informational Text/Picture Book Remind children that informational text has facts about a topic. This picture book includes photos to inform the reader.

Informational Text Features

Back Cover Information A command statement on the back cover tells the reader what to do.

Vocabulary

High-Frequency Words: look, me, my, there, run

Domain-Specific Vocabulary

street (p. 3): a place where cars, trucks, and buses go

town (p. 2): a group of houses and businesses that are near each other

Challenging Features

Text There are two sentences on each page, one a command and one a statement. That changes starting on page 5 where there is one sentence that turns the line. Point out the varying use of *on* and *in*.

Content Children who are not familiar with snow might be challenged by the content. Explain how snow affects people when it covers an area.

Supporting Features

Text Photographs provide strong clues and support for the text. Help children identify the different children talking about the snow.

Vocabulary Several repeated high-frequency words will be familiar and provide support as children read.

A First Look

Show the cover and talk about the picture. Help children determine that the children are playing in the snow and have built a snowman. Then read the title and ask: *How does the title let you know how the children feel about the snow? What other things might you read about in a book called I Love Snow!?*

Read and Analyze Informational Text Cite Textual Evidence

Connect Ideas in a Text

Point out that the author shows pictures of places, people, and animals in the snow. Encourage children to think about ways the pages are alike and how they are different.

(pp. 2–3) *On page 3, where is the snow? How do you think the girl feels about the snow on her street?*

(p. 4) *On page 4, where is the snow? What are all the places you read about that snow is on?*

(p. 5) *Why do the people on page 5 say, "Look at us!"?*

(pp. 6–7) *What is alike about these pages? How does each animal move in the snow?*

(p. 8) *What does the little girl ask the reader to do? How do you think this little girl feels about the snow? In what ways are this page and the cover alike?*

Praise children for specific use of "Behaviors to Notice and Support" on page 96 of the *Guided Reading Teacher's Guide*.

Teaching Options

Develop Comprehension

Thinking Within the Text

Choose several pages to reread together. After reading each page, ask children to tell what information they learn from the words. Then ask what they can get from just the picture. *Do the words and picture send the same message?*

Thinking Beyond the Text

Talk about how people feel about snow. Ask:

- *Why are some people happy about the snow?*
- *Why might some people not be happy about snow covering their neighborhood?*

Thinking About the Text

Compare ideas. Look at page 8 and ask:

- *How is this page different from the other pages in the book?*
- *Why does the author include this page?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Develop Print Awareness

Remind children that an exclamation point is a punctuation mark used at the end of a sentence to express a strong feeling.

- Have children look at the title and put their finger on the end mark. Say: *This exclamation point tells the reader to read the sentence with lots of feeling.* Together, read aloud the title.
- Have children look at the sentence on the back cover. Ask: *What is the end mark?* Have them read the sentence aloud using the strong feeling they used when reading the title.

Sound of ow

Tell children that the letters ow can stand for more than one sound, and one sound is long o.

- Ask children to look at the cover and point to the word *snow*. Ask: *What letters stand for the long-o sound in snow?*
- Then have children find page 2. Ask: *Which word besides snow has ow? (town)* Then ask: *What sound do the letters ow make in the word town? (/ou/)*
- Review the two sounds for ow. (/ō/, /ou/)

For more prompts and ideas for teaching problem-solving strategies, see page 28 of the *Guided Reading Teacher's Guide*.

Develop Fluency

Remind children that sentences ending with an exclamation point should be read with strong feeling. Have partners take turns reading pages in the book and listening for the sentences that show strong feelings.

Expand Oral Language/Conversation

Talk About Snow Remember that some children may never have experienced snow. Point out that the temperature must be 32 degrees or below for it to snow. Ask: *What does the snow in the book look like? What do you think it feels like? What kinds of clothing do people wear when going out in the snow? What things might people do in the snow?*

Write and Respond to Reading

Complete a Sentence On the board, write the sentence frame *I _____ snow!* Ask children if they feel the same way about snow as the girl in the book or if they feel differently. Then have children complete the sentence frame. (**Opinion**)

Draw and Label Pictures Have children fold a sheet of drawing paper in half. Ask them to draw on one half a picture of something outdoors before it snows and on the other half the same thing after it snows. Have children write on their drawings the labels "no snow" and "snow." (**Informative/Explanatory**)

ELL Bridge

Children who have lived in warm climates may never have seen snow. If possible, provide crushed ice for children to touch and modeling clay for children to use to make a snowperson. Have children use complete sentences to tell what the ice feels like and how their clay snowperson looks.

Connect Across Texts

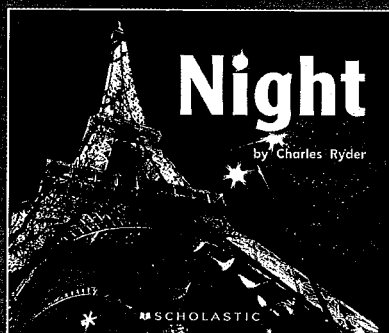
Skippy Likes the Seasons by Bailey Carroll

Have children turn to page 8 and talk about what season Skippy likes. Point to the label and name the season. Then review the pages in *I Love Snow!* and talk about things that show it is winter.

Connect to the Internet

Share this website with children to have fun decorating and counting snowpeople: <http://www.starfall.com/n/holiday/snowman/play.htm>.

Night



Summary & Standards

Summary: From the street lights to the buildings, Paris shines at night. See the lights sparkle in this famous city.

CCSS.ELA-Literacy: Integrate and evaluate content presented in diverse formats, including visually and quantitatively (CCRA.R7); interpret words and phrases and analyze how specific word choices shape meaning or tone (CCRA.R4).

Author: Charles Ryder

Word Count: 40

Genre: Informational Text

Themes/Ideas: learning about city lights; identifying the moon

Text Type: Picture Book

Genre/Text Type

Informational Text/Picture Book Remind children that informational text has facts about a topic. This book includes photos to help inform the reader.

Informational Text Features

Photos Images support the ideas in the text.

Vocabulary

High-Frequency Words: at, can, I, see, the, over
Domain-Specific Vocabulary

bridge (p. 4): a structure built over water or a road

shine (p. 3): to give light, glow

Challenging Features

Text Children will most likely not recognize the iconic Paris buildings in the photographs. Point out that these are sites in a faraway city in another country but that most modern cities shine at night.

Vocabulary Children may be challenged by the words that begin with consonant blends: *street* and *bridge*. Say each word, emphasizing the beginning sounds, and have children repeat it.

Supporting Features

Text The patterned text supports children as they read. Each spread begins with the words *I can see the _____*. Children will be able to use picture clues to complete the sentence.

Content Children should be familiar with the sights of city lights at night and the words associated with them.

A First Look

Read the title. Talk about the cover. Ask: *What do you think of when you hear the word night?* Talk about what children see when they go outside at night. Explain that the cover photo is of a famous structure in Paris, France, called the Eiffel Tower. Then ask: *What do you notice about this tower?* Then say: *Let's find out what we can see in Paris at night.*

Read and Analyze Informational Text Cite Textual Evidence

Identify Key Details in Photos

Point out that details in photographs often help readers understand information found in the text. The details also make the book more enjoyable. Remind children to look for details about how the city looks at night.

(pp. 2–3) *If you didn't read the words that say at night, how would you still know the book is not about daytime? Besides the street lights, what do you see in the photo?*

(pp. 4–5) *What do you see in this photo? What makes the bridge shine?*

(pp. 6–7) *What makes the city shine at night? What do you see in this picture that you also saw on the cover?*

(p. 8) *Compare the photos on pages 7 and 8. What is alike in the photos? What do you see in the sky over the city? How is the light of the moon different from the lights of the city?*

Praise children for specific use of “Behaviors to Notice and Support” on page 96 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Discuss the meaning and use of the word *shine(s)* in the sentences on pages 3, 5, and 7. For each page, ask: *What shines at night?*

Thinking Beyond the Text

Talk about why people need lights. Ask:

- *Why is it important for streets to be lighted at night?*
- *What might happen if there were no lights on the bridge at night?*

Thinking About the Text

Discuss the photo on page 8. Ask:

- *How does the author make this page different?*
- *Why does the author include the moon in a book titled *Night*, even though the other pages are about lights in a city?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

High-Frequency Words

Remind children that a high-frequency word is a word that they will most likely see many times in the books they read. Explain that they will learn these words by reading them many times.

- Read aloud this sentence from page 8: *I can see the moon over the city.* Point to the high-frequency words: *I*, *can*, *see*, *the*, and *over*. Have children use their index fingers to point to each word as you say it, and have them say the word.
- Follow the same procedure for page 3.

Phonogram *-ight*

Remind children they can use the word part *-ight* to help them read new words.

- Look at page 3. Ask: *Which word names what time of day it is? (night)* Point to and say the word together.
- Then ask children to find on the page another word that has the word part *-ight*. (*lights*)

For more prompts and ideas for teaching problem-solving strategies, see page 28 of the *Guided Reading Teacher's Guide*.

Develop Fluency

Have partners read the book to each other, switching readers after each page. Walk around the room listening for proper phrasing and intonation. Provide immediate feedback.

Expand Oral Language/Conversation

Talk About a City at Night Talk about the place that the photos in the book show. Remind children that the name of the city is Paris, the capital city of the country of France. Ask children to think about ways other cities might be like the city shown in this book. Have them use details from the book for ideas.

Write and Respond to Reading

Draw a Picture Give children a sheet of black construction paper and white chalk. Ask children to draw a picture to show a city at night. Suggest they include some street lights, a tower, a bridge, some buildings, and the moon. Help children label their picture *A City at Night*. **(Informative/Explanatory)**

Make a Chart Give children paper folded in fourths. Have them label each part with one of the following words: *city*, *moon*, *bridge*, and *street light*. Have them draw a picture to go with each label. **(Informative/Explanatory)**

ELL Bridge

Have children illustrate word cards for the following words from the book: *street lights*, *bridge*, *city*, and *moon*. Have partners use the cards to help each other learn the words. Then invite children to use each word in a sentence.

Connect Across Texts

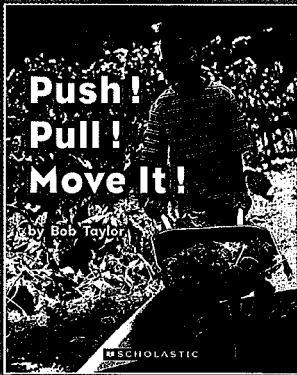
I Love Snow! by Alex Ives

Show children the cover of *I Love Snow!* and the cover of *Night*. What clues in each photo help you tell what time of day it is? How do the photos help you know what the books will be about?

Connect to the Internet

Share this website with children to view satellite images of Earth at night: <http://geology.com/articles/satellite-photo-earth-at-night.shtml>.

Push! Pull! Move It!



Summary & Standards

Summary: How can you move things? By pushing and pulling them, of course.

CCSS.ELA-Literacy: Analyze how and why individuals, events, or ideas develop and interact over the course of a text (CCRA.R3); interpret words and phrases and analyze how specific word choices shape meaning or tone (CCRA.R4).

Author: Bob Taylor

Word Count: 53

Genre: Informational Text

Themes/Ideas: using forces to move an object; pushing and pulling to work and have fun

Text Type: Picture Book

Genre/Text Type

Informational Text/Picture Book Remind children that informational text has facts about a topic. This picture book includes photos to inform the reader.

Informational Text Features

Photos The photos in this book show people using a push or a pull to make something move.

Vocabulary

High-Frequency Words: I, it, look, this

Domain-Specific Vocabulary

moves (p. 2): changes the place or position of something

push (p. 2): to press against something to move it

Challenging Features

Text Children may be challenged by the one word sentence *Look!* that addresses the reader. Explain that the word is said by someone who wants readers to look and see what he or she can do in each photo. Children may not recognize the jagged lines as showing movement.

Content Children may need help to grasp the concept that a force, a push or a pull, can be used to make an object move.

Supporting Features

Text The patterned text supports children as they read. The text on pages 2–7 begins with *Look!* After that, the text follows a pattern of *I push* or *I pull* and *It moves!*

Vocabulary Children should be able to read most of the words, possibly with some support for high-frequency words.

A First Look

Read the title and have children demonstrate the difference between a push and a pull. Talk about the details in the photo on the cover. Help children identify the wheelbarrow and talk about what it is used for. Ask: *What is the boy doing? How else could the boy get the wheelbarrow to move?* Read the question on the back cover. Then ask: *Where will you find the answer to the question?*

Read and Analyze Informational Text Cite Textual Evidence

Connect Ideas in a Text

Point out that the photographs in the book show how children push and pull different objects to make them move. Tell children that reading the words and looking at the photos will help them connect all the ideas about how a push or a pull can make something move.

(pp. 2–3) *Can a toy truck or a bag move by itself? What does the boy have to do to make the toy truck move? What does the girl have to do to make the bag move?*

(pp. 4–5) *What are two ways to make a wagon move or go?*

(pp. 6–7) *Why does the sled need to be pushed and pulled to get it to move uphill?*

(p. 8) *How does the boy move the wheelbarrow? Where else have you seen this picture?*

Praise children for specific use of “Behaviors to Notice and Support” on page 96 of the *Guided Reading Teacher’s Guide*.

Teaching Options

Develop Comprehension

Thinking Within the Text

Direct attention to pages 2 and 3. Ask:

- *The words say I push this truck. How does the author show what it means to push.*
- *The words say I pull this bag. How does the author show what it means to pull?*

Thinking Beyond the Text

Have children think about the things in the book that move. Then ask:

- *When would someone need to push a wheelbarrow? Pull a wheelbarrow?*
- *What are some other things that can be pushed and pulled?*

Thinking About the Text

Have children review the pages. Ask:

- *Why did the author start each page with Look!?*
- *What do the jagged lines show?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Develop Print Awareness

Remind children that we read words from left to right, top to bottom, and page by page.

- Have children point to the first sentence on page 2. Ask: *Do you go down or up to read the next sentence?* (down) *Do you start on the left or the right to read the sentence?* (left) *What is the number of the next page you will read?* (3)
- Have children work with a partner to read page 3, using a finger to point to each word and moving from left to right and down.

Words With Short Vowels

Review with the children the short vowel sounds for *a*, *e*, *i*, and *u*.

- Point to page 2 and read aloud the words *this truck*. Ask: *Which short vowel sound do you hear in this?* (i) *Which short vowel sound do you hear in truck?* (u)
- Point to page 3. Ask: *Which word has the short a sound?* (bag)
- Do the same with the short vowel in *sled*.

For more prompts and ideas for teaching problem-solving strategies, see page 28 of the *Guided Reading Teacher's Guide*.

Develop Fluency

Model reading each page of the book. Then have partners practice reading the book aloud to each other.

Expand Oral Language/Conversation

Talk About Forces Explain to children that every day people push or pull things to move them. Point out that they pull on a door to open it and push on the door to close it. Talk about when they push or pull their desk chairs. Ask children to share other things they push and pull.

Write and Respond to Reading

Make a Poster Tape two large sheets of poster board to the wall. Label one PUSH and the other PULL. Have children draw pictures of themselves pushing or pulling an object from the book or another object. Then have them tape their pictures to the correct poster. **(Informative/Explanatory)**

Complete a Sentence Write the following sentence frames on the board. Help children complete the sentences by brainstorming nouns that name things they can push or pull: *I can push a _____.*
I can pull a _____. **(Informative/Explanatory)**

ELL Bridge

Use the pictures to support vocabulary development for nouns that tell what can move with a push and/or a pull: *truck, bag, wagon, sled, and wheelbarrow*. Point out that this is what the boy pushes in the picture on page 8. Invite children to draw one of the nouns from the book. Have them share their pictures by saying *Look! I can (push/pull) this _____.*

Connect Across Texts

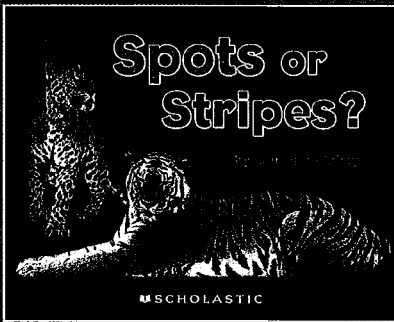
Sports by Jessica Wolfe

Talk about the different actions the children do in each sport to make the ball move. Then help children determine whether the child made the ball move with a push or a pull.

Connect to the Internet

Share this interactive website with children to further explore pushes and pulls: http://www.bbc.co.uk/schools/scienceclips/ages/5_6/pushes_pulls.shtml

Spots or Stripes?



Summary & Standards

Summary: Colorful photos help children learn about wild cats, including leopards, tigers, ocelots, and lions, and to identify the pattern on each animal's coat.

CCSS.ELA-Literacy: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas (CCRA.R2); analyze the structure of texts, including how specific portions relate to each other and the whole (CCRA.R5).

Author: Laurence Adley

Word Count: 46

Genre: Informational Text

Themes/Ideas: learning about wild cats; identifying animal prints

Text Type: Picture Book

Genre/Text Type

Informational Text/Picture Book Remind children that informational text has facts about a topic. This picture book includes photos to inform the reader.

Informational Text Features

Labels Labels are used to identify the wild cats.

Underlined Text The word *no* is underlined twice for emphasis.

Vocabulary

High-Frequency Words: big, little

Domain-Specific Vocabulary

cub (p. 2): the name for a young wild cat

ocelot (p. 6): a leopard-like wild cat

Challenging Features

Text Children may be challenged by the placement of the word that names each wild cat. Point out that this feature is called a label. Help children read these labels.

Vocabulary Children may be challenged by the names of the wild cats. Say the name of each cat while children point to the word, and then have them repeat it.

Supporting Features

Text The sentences are short. The same pair of sentence patterns repeats on each spread until the final page. Children will view the wild cats in colorful photos.

Content Children will most likely be familiar with leopards and tigers, but probably not ocelots. Children may not have focused on the animals' coats of spots or stripes.

A First Look

Talk about the cover. Have children identify details in the photo. Then read the title. Ask: *Which animal has spots? Which animal has stripes?* Invite children to share what they know about the two animals. Then say: *Let's find out which wild cats have spots and which wild cats have stripes.*

Read and Analyze Informational Text Cite Textual Evidence

Identify Key Details

Point out that this book has photos that show how things look in real life. Help children identify the main topic and key details. Encourage children to use the text and photos.

(pp. 2–3) *Do these cats have spots or stripes? What do the words tell you? Point to the label. It says these cats are leopards. What do the pictures show is alike about the cats?*

(pp. 4–5) *Do these cats have spots or stripes? The label says these cats are tigers. What is alike about these tigers?*

(pp. 6–7) *How are these cats different from the leopards and the tigers? The label says these are ocelots. How are the two ocelots alike?*

(p. 8) *In what way is the lion different from the leopards, the tigers, and the ocelots? Which words help you know that the lion is different from the other wild cats in this book?*

Praise children for specific use of “Behaviors to Notice and Support” on page 96 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Remind children that the main topic of a book is what it is mostly about. Ask:

- *What is the book about?*
- *What details did you learn about wild cats?*

Thinking Beyond the Text

Have children look closely at the photo on page 7. Ask:

- *Where is the ocelot in this picture? What do you notice about the ocelot's markings?*
- *How could its spots and stripes help it?*

Thinking About the Text

Talk about text features. Ask:

- *How does the author let the reader know the names of the animals? Why do you think the author included those labels?*
- *How does the author show that the word no is important when she writes on page 8, "This big cat has no stripes and no spots"?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Develop Print Awareness

Explain to children that a comma tells the reader to pause briefly.

- Have children look at page 3 and find the period that ends the sentence. Then ask: *Do you see another mark in these sentence?* Help children locate the comma before the word *too*.
- Have children listen as you read aloud the sentence and pause at the comma. Then have children repeat the sentence.

Phonogram -at

Remind children they can use the word parts they know to help them read new words.

- Read aloud page 2: *This little cat has spots*. Slowly reread *cat*, modeling how to blend the first sound, /k/, with the phonogram -at. Then ask children to blend the word parts to form the whole word.
- Continue with *hat*, *mat*, and *sat*.

For more prompts and ideas for teaching problem-solving strategies, see page 28 of the *Guided Reading Teacher's Guide*.

Develop Fluency

Model the reading sentences that end with exclamation points. Ask partners to read the same sentences together. Suggest that they then alternate reading one page at a time.

Expand Oral Language/Conversation

Talk About Cats Using a photo in the book, help children identify the parts of a wild cat, such as ears, tail, teeth, and paws. Then ask how pet cats are similar to and different from wild cats. Discuss with children where and how wild cats and pet cats live.

Write and Respond to Reading

Write a Description Have children choose a wild cat from the book and write a sentence that describes this animal. Suggest that children write about what the animal looks like. (**Informative/Explanatory**)

Draw and Label a Picture Have children draw a picture of their favorite wild cat in the book. Help them write labels to identify the wild cats. Then have them write one sentence telling one fact about the cat and why this cat is their favorite. (**Opinion**)

ELL Bridge

On the board, write "spots" and "stripes." Use the photos in the book to support children's understanding of each word. Display additional pictures of familiar objects that have spots or stripes, such as a polka-dot dress or a striped umbrella. Have children take turns pointing to each object and completing the sentence frame *This has _____*.

Connect Across Texts

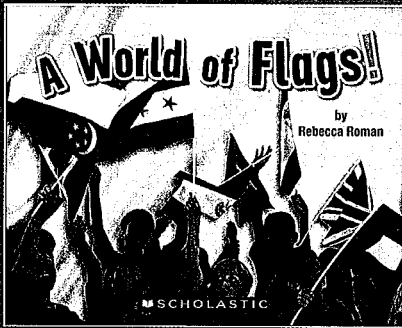
Can It Float? by Bailey Carroll

Read aloud the title and note that it is a question. Read several pages and discuss how the author answers the question. Then note that *Spot or Stripes?* is a question and talk about how the author answers that question.

Connect to the Internet

Share this website with children to have them view more photos of wild cats: http://www.bigcats.com/upload_random.php. Click on the links on the right to display photos of the wild cats. Ask children to find animals that have spots and stripes.

A World of Flags!



Summary & Standards

Summary: Children from around the world tell about their countries' flags.

CCSS.ELA-Literacy: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas (CCRA.R2); analyze the structure of texts, including how specific portions relate to each other and the whole (CCRA.R5).

Author: Rebecca Roman

Word Count: 57

Genre: Informational Text

Themes/Ideas: learning about flags from different countries; identifying colors and shapes

Text Type: Picture Book

Genre/Text Type

Informational Text/Picture Book Remind children that informational text has facts about a topic. This picture book includes photos to inform the reader.

Informational Text Features

Labels Labels name the country for each flag featured.

Vocabulary

High-Frequency Words: a, has, look, my, red, this, said, white

Domain-Specific Vocabulary

leaf (p. 2): a part of a tree that grows from a stem
star (p. 6): a shape having five or more points

Challenging Features

Text Children may be challenged by the labels that name each featured country. Point to each label, say the name of the country, and have children repeat it.

Vocabulary Children may be challenged by the word that names the shape or image shown on each flag. Say the word and have children point to the shape it names.

Supporting Features

Text The photos support the information in the text. Children will be able to look at each flag and identify its colors and distinguishing features.

Content Children will enjoy learning about different countries' flags and then comparing them with the flag of the United States, shown on the last page of the book.

A First Look

Have children identify details in the photo on the cover. Ask children to point out the different colors and shapes they see on the flags. Then read the title. Say: *Every country has a flag. What do you think you will see in this book?*

Read and Analyze Informational Text Cite Textual Evidence

Identify the Main Topic and Key Details

Point out that the main topic of a book is what it is mostly about. Remind children to look for details on each page of the book that tell more about flags. Help children read the country name on the label for each flag.

(pp. 2–3) *What detail does Jan say her flag has? What detail does Ken say his flag has? Are the countries the same? Are the flags the same? What is alike about the two flags?*

(pp. 4–5) *What does Ray say his flag has? What does Meg's flag have? What is different about the two flags?*

(pp. 6–7) *What is special about the flag that Len has? What does Max's flag have? What is different about the two flags?*

(p. 8) *Where have you seen this flag? What detail does Joy tell about this flag? What is this book all about? What did you learn about flags?*

Praise children for specific use of "Behaviors to Notice and Support" on page 96 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Discuss the cover. Point out the title and the author's name. Then look at the back cover and talk about the back-cover sentences. Read the question and have children suggest answers.

Thinking Beyond the Text

Talk about where flags are displayed. Ask:

- *Where have you seen flags displayed? What types of flags have you seen?*
- *Why do people display their country's flag outside a building or in front of a home?*

Thinking About the Text

Have children page through the book. Ask:

- *How does the author let the reader know what country each flag is from?*
- *The text describes something about each flag. How do the pictures of each flag add information for the reader?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Proper Nouns

Remind children that the name of a person is a proper noun and is always capitalized.

- Have children point to the girl's name on page 2: *Jen*. Ask: *Which letter is a capital letter?* Read the name together. Then have children point to the capital letter in *Ken* on page 3.
- Have children work with a partner to find the capital letter(s) in each child's name.

High-Frequency Words

Remind children that a high-frequency word is a word that appears often in the books they read. Explain that children will learn these words because they will see them many times.

- Read aloud the sentence on page 2 as children follow along. Point out the high-frequency words: *look, this, has, a, red, and said*.
- Repeat on another page.

For more prompts and ideas for teaching problem-solving strategies, see page 28 of the *Guided Reading Teacher's Guide*.

Develop Fluency

Have children practice reading with proper pace. Ask them to whisper-read each page, pointing to the words as they read them. Walk around and listen to children as they read.

Expand Oral Language/Conversation

Talk About Flags Lead the children to see in what ways all the flags are alike. Help them conclude that all the flags shown are made of cloth and have colors. All but one are attached to sticks or poles. Encourage children to note in what ways the flags are different—colors, shapes, and images differ.

Write and Respond to Reading

Draw and Label a Flag Have children choose a flag from the book. Help them draw and label their flag with the name of the country it represents. **(Informative/Explanatory)**

Make a Dictionary With children, make a list of words that name the shapes or figures on the flags (*leaf, circle, star, sun*). Have children make a dictionary of these words with a word and an illustration of the word on each page. **(Informative/Explanatory)**

ELL Bridge

Use a sentence frame to support vocabulary development for words that name colors and shapes: *red, blue, white, leaf, circle, star, sun*. Invite children to take turns describing flags in the book. Have children complete the sentence *This flag has a _____* by naming the flag's color and/or shape.

Connect Across Texts

Night by Charles Ryder

Show children the pictures in *Night* and point out that they were taken in another country, France. Remind children that they read about flags of different countries. Why do authors want readers to know about other countries?

Connect to the Internet

Share this website with children so they can learn about flags from different countries: http://www.learninggamesforkids.com/geography_games/random_games/flags.html.